



A Publication of the Council for Learning Disabilities December 2017

President's Message



Dear CLD Members,

In the last issue, I introduced my focus this year on professionalism in the field of LD. This is becoming a critical issue given recent events and policy changes. First, several states have had notable challenges to the identification process

used to determine which students will receive special education services. The most publicized among these was Texas's designated target of keeping the number of students identified for special education services below 8.5%, which represented a 32% drop in their numbers over about a decade. School districts reportedly were pressured by the Texas Education Agency (TEA) to deny services to about 250,000 children to save the state money. Educators interviewed by the Houston Chronicle described being told to keep the numbers down, but TEA attributed the rapid decline in special education students to improved teaching that prevented learning disabilities (Rosenthal, 2016).

Similarly, the Iowa Department of Education cited the implementation of effective Response to Intervention models as the reason for denying special education services to students. That is, Iowa's definition of eligibility was based on whether a child's educational needs could be met in general education. The regional education agencies charged with Child Find were required to follow this policy and to consider the degree to which the student being referred demonstrated a discrepancy in academic performance from his or her peer group. In schools where high percentages of students were not meeting benchmarks, a child with a reading disability would not be discrepant from his or her peers. The policy was suspended in March 2017 following an administrative law judgment on a family's Due Process Complaint (DIA No. 16DOESE004). However, the state has filed an appeal to the decision.

Finally, the 2015 reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA), has freed states to establish their own

goals for the percentage of students with disabilities who attain a proficient score on accountability tests and who graduate from high school. This has raised concerns that low goals will be set (Samuels, 2017). In addition, states are free to establish the number of students in special education that will be required before a school has to report them as a subgroup for accountability purposes. Although some states, such as Ohio, have lowered the required *n*-size from 30 students to 15, a state raising the minimum number would not be required to justify doing so. When combined with lowering the total numbers of students identified with LD, raising the *n*-size for accountability could make it difficult to accurately track data on students with LD or determine how successfully their educational needs were being met.

As professionals in this field, we are called to advocacy. This is particularly true when we learn of policies that seem unethical or unlawful. I encourage you to investigate the [advocacy page of our website](#) and share the resources available there. You also can stay updated on the work of our [Liaison Committee](#) chairs who represent CLD on the National Joint Committee on Learning Disabilities and alert us to issues that warrant making contact with our legislators. Locally, you can consider getting involved in or starting a

(continued on page 12)

In This Issue ...	
President's Message	1
5 Ways To.....	2
CLD Officers: Candidate Bios	7
39th Annual International CLD 2017 Conference ..	8
CLD 2018 Call for Conference Proposals	10
Committee & Chapter News	11
Call for LD Forum Editor	12
Save the Date—40th International Conference ..	12

Editor's Note: This column provides readers with immediate access to evidence-based strategies on current topics that can easily be transferred from the pages of LD Forum into effective teaching practice in CLD members' classrooms. Authors who would like to submit a column are encouraged to contact the editor in advance to discuss ideas. Author guidelines are available on CLD's website.

5 Ways To ...

Help Students with Learning Disabilities Manage Their Anxiety

Glenna M. Billingsley and Cathy N. Thomas
Texas State University

Students with learning disabilities (LD) are more likely than their typically developing peers to experience anxiety (Nelson & Harwood, 2001). While fear is a normal and healthy adaptive response, anxiety disorders, or excessive feelings of fear, worry, apprehension, and/or nervousness can be incapacitating (Horwitz, 2013). The fifth edition of the Diagnostic and Statistical Manual of Mental Health Disorders categorizes symptoms for this internalizing disorder as generalized, social, or separation anxiety, phobia or specific phobias, panic disorders, and selective mutism (American Psychiatric Association, 2013). Approximately 8% of youth have an anxiety disorder, with higher rates for social and generalized anxiety, and more girls than boys experiencing clinical anxiety levels (Merikangas, Nakamura, & Kessler, 2009). While more is known about externalizing disorders (e.g. aggressive/disruptive behavior; Jensen et al., 2006), the perception that internalizing disorders are less serious is problematic. Youth with anxiety are at increased risk for dropout, juvenile justice involvement, and suicide (Piers & Duquette, 2016), and often demonstrate academic underachievement (Valiente, Swanson, & Eisenberg, 2012). For children with LD who characteristically underachieve in school (Fletcher, Lyon, Fuchs, & Barnes, 2006), anxiety can exacerbate existing academic and social challenges (Nelson & Harwood, 2015).

Theory Regarding Learning Disabilities and Anxiety

Children with LD are more likely to experience academic failure. One theoretical perspective considers anxiety as a secondary disorder and hypothesizes that children with LD develop anxiety in response to worries about such failure, as they strive to please parents and teachers (Nelson & Harwood, 2011). They may engage in performance avoidance due to fear of failure. This fear is often accompanied by anxiety over the potential for being perceived as incompetent, and is related to negative affect, low self-esteem, and lack of self-regulation (Sideridis, 2007). It is reasonable to anticipate that students with LD who struggle in reading experience performance anxiety about being asked to read in class, and those who struggle to recognize non-verbal cues experience social anxiety (Mammarella et al., 2016). It is also true that students with a primary anxiety disorder may experience academic difficulties, even comorbid learning disabilities (Mayes &

Calhoun, 2006). Struggles with mental health issues often result in difficulty concentrating or school avoidance.

Meeting the Needs of Students with LD and Anxiety

Most parents (82%) and youth (93%) report that students with anxiety problems often do not receive appropriate mental health services (Jensen et al., 2011). Moreover, while schools are a logical place for evaluation and treatment, teachers are often inadequately prepared to recognize and intervene in childhood anxiety (Nelson & Harwood, 2011). While most teachers (76%) recognized when children experienced anxiety (Reinke, Stormont, Herm, Puri, & Goel, 2011), research indicates that teachers are less reliable reporters of anxiety than parents or children (Layne, Bernstein, & March, 2006). Research reports that while teachers were reliable reporters of separation anxiety and social anxiety, and they recognized somatic, or physical anxiety symptoms (e.g. headache, upset stomach), they were less likely to recognize generalized anxiety symptoms (Layne et al., 2006). Since generalized anxiety is one of the most common childhood forms of anxiety and the characteristics often overlap with academic issues related to executive function in students with LD (Nelson & Harwood, 2011), teachers must be supported in learning to recognize generalized anxiety, especially for children with LD. Teachers have the potential to play significant roles in prevention and intervention for children with

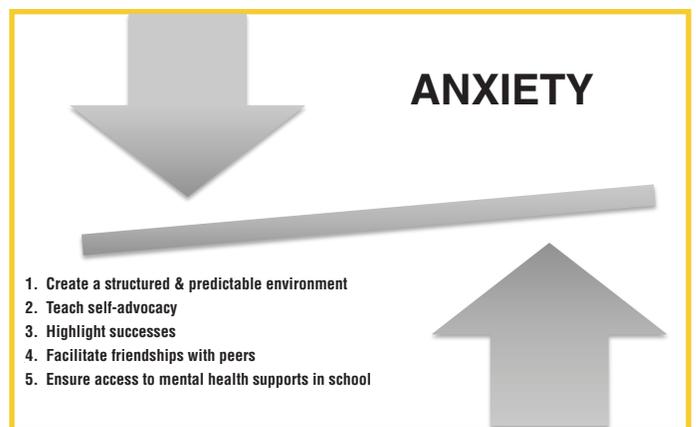


Figure 1. Teacher actions to reduce student anxiety

(continued on page 3)

(5 Ways To, continued from page 2)

LD who experience anxiety. To this end, we suggest 5 ways teachers can become more aware of potential childhood anxiety in students with LD, as well as provide resources and supports for students experiencing childhood anxiety (see Table 1).

1 Create a structured and predictable environment. Knowing what to expect helps students reduce anxiety. Clear, consistent expectations and procedures, verbal and visual reminders, as well as advanced notice of changes to routines creates predictability in the classroom. Classrooms with high levels of teacher-directed activity and explicitly defined expectations produce the best outcomes for all students (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). While some students still learn in the absence of such structures, research indicates that students with deficits in processing and/or emotional regulation depend on these structures for academic and social success (Kern & Clemens, 2007). These students, including students with LD, require classroom routines that are practiced daily, such as consistent beginning and ending of class activities, and specific, unchanging instructional systems, such as collecting homework or accessing make-up assignments following an absence. Knowing what to expect in every class every day can help to reduce anxiety that many students experience in environments where expectations are less predictable.

Teachers can help reduce students' anxiety by providing verbal and visual reminders of classroom routines, procedures, and expectations (Kern & Clemens, 2007). Reminders can be developed with students' input or developed prior to the start of school. See Figure 2 for a list of common instructional procedures. For example, posting signs in the

classroom may be the easiest way to ensure a predictable environment. Changes to routines, due dates, and required parent-signatures can be communicated using technology like email or remind (<https://www.remind.com>), a robust app that allows teachers to send group messages to students' and parents' mobile devices.

2 Teach self-advocacy. Feeling empowered can help reduce students' anxiety. Learning about their LD, how to advocate for their educational needs, being offered instructional choices, and participating in instructional planning can empower students. Teaching self-awareness and self-advocacy skills assists students in recognizing characteristics and manifestations of their learning disability, amending incorrect notions they may have about themselves and their disorder, and preparing them to advocate for what they need to be successful (Pocock et al., 2002). Students must be encouraged to realize aspects of the educational experience that are not impacted by LD. Students with LD and anxiety need to be active participants in their education; having a voice in decisions ranging from educational placement (Fielding-Barnsley, 2009) to instructional methodology empowers students who have a need to know what to expect.

Students are very capable of assisting their instructional support team in selecting methods they not only prefer, but that produce greater learning outcomes (Billingsley, Thomas, & Webber, 2017). As students with LD discover how they best access and synthesize learning, they need to be allowed to demonstrate their knowledge in ways that are meaningful to them. For example, a student who experiences anxiety when showing mastery through a written exam may be able to create a model or research poster for an oral presentation.

Table 1. Teacher Resources for Learning about Anxiety

Source	Description	URL
American Academy of Child & Adolescent Psychiatry	Frequently Asked Questions	http://www.aacap.org/aacap/Families_and_Youth/Resource_Centers/Anxiety_Disorder_Resource_Center/FAQ.aspx#anxietyfaq
American Academy of Pediatrics	Module 2: Anxiety	https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Mental-Health/Pages/Module-2-Anxiety.aspx
American Psychological Association	Building Resilience in Children	http://www.apa.org/helpcenter/resilience.aspx
National Association of School Psychologists	Anxiety & Anxiety Disorders in Children: Information for Parents	https://www.nasponline.org/resources-and-publications/resources/mental-health/mental-health-disorders/anxiety-and-anxiety-disorders-in-children-information-for-parents

(continued on page 4)

1. Entering class (e.g. Is visiting with friends allowed? Daily information board lists materials needed.)
2. Beginning of class activities (e.g. Student opens agenda and writes daily objective.)
3. Seating arrangement (e.g. Open or assigned seating.)
4. Arriving late. (e.g. Students sign the late book by the door.)
5. Attention-getters (e.g. Teacher uses a duck call and blinks lights when the talking level changes.)
6. Getting class materials like books, calculators (e.g. Rotating group leader collects and distributes materials)
7. Forgotten school supplies (e.g. Students collect a pencil from a box where they leave their left shoe until it is returned.)
8. Leaving class (e.g. Teacher dismisses by rows.)
9. Returning homework or signed papers (e.g. Students turn in work to a file sorter by period number by the door as they enter.)
10. Handing in completed class work (e.g. Turn in work to the teacher's IN BOX. Choose a book or magazine until everyone is done.)
11. Using the restroom or getting water (e.g. Only request when pass is hanging by the door. Pass is placed by the door after teacher finishes lesson.)
12. Using the hall pass for other reasons (e.g. Fill out a form explaining the request.)
13. Sharpening pencils (e.g. Allowed only before class.)
14. Throwing away trash (e.g. Class leader will collect trash at the end of class.)
15. Getting make up work after absence (e.g. Assignments are placed in a folder on the wall.)
16. Extra credit work (e.g. Teacher will post opportunities on website and bulletin board.)
17. Late assignments (e.g. Students turn in to a separate box marked for late work.)
18. Eating and drinking in class (e.g. Is eating allowed; Water must be in closed container.)
19. When talking is allowed (e.g. A changeable sign above the board tells what level of conversation is allowed.)
20. Asking for assistance (e.g. Students turn a two-sided paper from green to red.)

Figure 2. Checklist and example of common classroom procedures for teachers to consider

Students can be encouraged to assume leadership roles in their Individualized Education Plan (IEP) meetings. Martin et al. (2006) found that teaching students to lead their own IEP meetings increased students' self-determination including self-advocacy, goal-setting, and self-evaluation. These students need to be active partners in choosing accommodations that work for them and must be taught how to advocate for themselves. These skills should be practiced in the form of role play with feedback and behavioral coaching until the student feels confident in using them (Scheuermann & Hall, 2016). For example, a student could practice responding to a scenario of an instructor who assigns several chapters of reading and an essay for homework. "I know this assignment will help me be prepared for class tomorrow, so I was wondering if you had a recording of the chapters or if you could pair me with a peer to do the reading."

3 Highlight successes. Experiencing success and having it celebrated can reduce negative feelings, including anxiety associated with school for students with LD. Praise, encouragement, and teaching self-regulation skills can accentuate positive emotions. As students with LD struggle in school, some will develop inappropriate social, emotional, or behavioral manifestations, such as high levels of anxiousness, somatic complaints, withdrawal, low self-esteem, self-deprecation, helplessness, and avoidant or escape-maintained behaviors, such as truancy or oppositional behavior resulting in class removal (McKenna, Flower, Kim, Ciullo, & Haring, 2015). Teacher intervention can prevent some of these responses by encouraging and reinforcing appropriate behavior and celebrating even small successes for students with LD. Teachers need to ensure that students with LD have the opportunity to realize their full potential (Baird, Scott, Dearing, & Hammill, 2009).

In addition to exuding a positive, heartening attitude, teaching self-regulation skills can help students improve their self-concept (Ohr, Webster, & De La Garza, 2014; Rock, 2005). Having students chart or graph their own academic or behavioral progress allows them to witness their success and see the outcomes of their efforts (Shimabukoru, Prater, Jenkins, & Edelin-Smith, 1999). Simple graphs created on word documents or spreadsheets which students can easily learn to manage will suffice, as well as apps like *Don't Break*

(continued on page 5)

(5 Ways To, continued from page 4)

the Chain (<https://itunes.apple.com/us/app/dont-break-the-chain/id313567772?mt=8>) for cell phones or tablets to monitor their own progress (Bedesem, 2012).

Specific, contingent praise is a highly effective, but underutilized tool that promotes appropriate behavior and improved academic performance (Jenkins, Floress, & Reinke, 2015). One important aspect of contingent praise for students with LD is that it helps them to understand the exact ways in which they met an expectation. Students with LD can also be taught to recruit attention and assistance in order to receive the needed frequency and quality of feedback (Alber & Heward, 2000). Praise is a powerful social reinforcer for many students, and for students with LD and anxiety, praise from preferred adults may be reassuring and help to improve self-assessment skills, and potentially improve self-concept. Certainly, praise is one component of a positive teacher-student relationship and, therefore, can have a strong effect on performance, behavior, and emotional well-being (Murray & Pianta, 2007).

4 **F**acilitate friendships with peers. According to Weiner (2004), the risk of developing problematic behaviors including anxiety associated with school is reduced if children are able to establish healthy, social relationships. Having supportive friends helps students with LD feel less anxious in school (Piers & Duquette, 2016). Interpersonal support remains a key factor in developing academic resilience. Students with LD often report feeling frustrated and lonely in school because of their learning differences, emotions that are heightened for those struggling with anxiety (Pavri, 2001). Having friends who understand, accept, and include them is vitally important in their social support system.

Students with internalizing disorders often need assistance developing such friendships. Meadan and Monda-Amaya (2008) conceptualize a multi-tiered system to support social competence in all students. Beyond creating a structured, positive classroom community in the first tier, these authors suggest promoting disability awareness and acceptance as part of building a sense of inclusiveness. Teachers can facilitate friend-making skills by promoting the notion that not everyone learns in the same manner. Guest speakers, age-appropriate books, videos, or research projects on LD and other disorders can help students explore people's similarities and differences. Teachers can create opportunities

for social interaction by strategically grouping students for in-class activities (e.g. learning centers, cooperative learning) and out-of-class activities (e.g. group games, recess). Arrangements should promote collaboration, build a sense of membership or belonging, as well as encourage students to interact with students they may not otherwise approach. Assigning classroom jobs and responsibilities also promotes classroom community. In tier 2, classroom supports include teaching specific social skills to students who struggle more significantly with social adeptness. Specific skills that enhance healthy friendships include conflict resolution skills, character education (e.g. using good manners), strategies that address frustration and anger, and communication skills that include problem-solving and group interaction techniques. Published or teacher-created curricula can assist teachers in presenting these skills as they model inclusiveness and acceptance of all students. In tier 3, interventions correspond to individual student needs and include teaching students to recognize and utilize their personal support networks, as well as self-management and self-determination skills.

5 **E**nsure access to mental health support in school. Some students' anxiety may require the help of trained mental health professionals. Teachers can learn to recognize students' distress and be familiar with how to access school-based mental health interventions and community resources. Consulting with the school guidance counselor or school psychologist is a great place to start. These trained professionals have a wealth of knowledge and information on available resources. Schools may provide preventative programs, screening, and may offer group or individual counseling during school hours (Thompson, Robinson, Curtis, & Frick, 2013). Some students may even qualify for counseling, therapeutic recreation, or other related services as part of their IEP if such support is needed for the student to be able to adequately benefit from the instructional environment (Individuals with Disabilities Education Act, 2004). Research shows such supports may be underutilized, but school-based mental health support is currently a focus of the national public health agenda (Santiago, Kataoka, Forness, & Miranda, 2014). For more information on related services, view the module, *Related Services: Common supports for Students with Disabilities* (<https://iris.peabody.vanderbilt.edu/module/rs/#content>), produced by the IRIS

(continued on page 6)

(5 Ways To, continued from page 5)

Center, a hub of training resources funded by the Office of Special Education Programs (OSEP).

Additionally, there are several school-based interventions specific to anxiety or aimed at other internalizing disorders that have a solid research base (Thompson, Robertson, Curtis & Frick, 2013). Two common programs are the Coping Cat (Kendall & Hedtke, 2006) and FRIENDS curricula (Pahl & Barrett, 2010). These cognitive-behavioral interventions promote self-esteem, problem solving, resilience, and building positive relationships and are designed to be delivered by trained mental health personnel rather than classroom teachers. However, teachers may be instrumental in helping school teams identify such evidence-based curricula for children with LD and anxiety.

Conclusion

Some good news is that while students with LD are certainly more at-risk for having anxiety, the differences are generally not clinically significant (Nelson & Harwood, 2011). However, it must be considered that students with LD may underreport their distress and parents may perceive their child's struggle with feelings of anxiety as worse than they are in reality (Cichetti & Toth, 1998). What is more important is that initial signs of anxiety must be addressed early to prevent future psychopathology. Teachers of children with LD who experience anxiety can play important and active roles in prevention, diagnosis, and intervention.

References

Alber, S. R., & Heward, W. L. (2000). Teaching students to recruit positive attention: A review and recommendations. *Journal of Behavioral Education, 10*, 177–204. <https://doi.org/10.1023/A:1012258231074>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Billingsley G. M., Thomas C., & Webber, J. A. (2017). *Student preference and learning outcomes: Do students with EBD actually prefer methods that work best?* Manuscript in preparation.

Baird, G. L., Scott, W. D., Dearing, E., & Hamill, S. K. (2009). Cognitive self-regulation in youth with and without learning disabilities: Academic self-efficacy, theories of intelligence, learning vs. performance goal preferences, and effort attributions. *Journal of Social and Clinical Psychology, 28*, 881–908. <https://doi.org/10.1521/jscp.2009.28.7.881>

Bedesem, P. L. (2012). Using cell phone technology for self-monitoring procedures in inclusive settings. *Journal of Special Education Technology, 27*, 33–46. <https://doi.org/10.1177/016264341202700403>

Fielding-Barnsley, R. (2009). Learning support: What do students want? *Primary & Middle Years Educator, 7*(2), 25–31.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2006). *Learning disabilities: From identification to intervention*. New York: Guilford Press.

Horwitz, A. V. (2013). *Anxiety: A short history*. Baltimore: Johns Hopkins University Press.

Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 300.8 (c)(4) (2004).

IRIS Center for Training Enhancements (2017). *Related services: Common supports for students with disabilities*. [Instructional module]. Retrieved from <https://iris.peabody.vanderbilt.edu/module/rs/#content>

Jenkins, L. N., Floress, M. T., & Reinke, W. (2015). Rates and types of teacher praise: A review and future directions. *Psychology in the Schools, 52*, 463–476. doi:10.1002/pits.21835

Jensen, P. S., Goldman, E., Offord, D., Costello, E. J., Friedman, R., Huff, B., . . . & Conger, R. (2011). Overlooked and underserved: “Action signs” for identifying children with unmet mental health needs. *Pediatrics, 128*, 970–979. <https://doi.org/10.1542/peds.2009-0367>

Kendall, P. C., & Hedtke, K. (2006). *Coping Cat workbook*. (2nd Ed.). Ardmore, PA: Workbook Publishing.

Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*, 65–75. doi:10.1002/pits.20206

Layne, A. E., Bernstein, G. A., & March, J. S. (2006). Teacher awareness of anxiety symptoms in children. *Child Psychiatry and Human Development, 36*, 383–392. <https://doi.org/10.1007/s10578-006-0009-6>

Mammarella, I. C., Ghisi, M., Bomba, M., Bottesi, G., Caviola, S., Broggi, F., & Nacinovich, R. (2016). Anxiety and depression in children with nonverbal learning disabilities, reading disabilities, or typical development. *Journal of Learning Disabilities, 49*, 130–139. <https://doi.org/10.1177/0022219414529336>

Martin, J. E., Van Dycke, J. U., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in IEP Meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional Children, 72*, 299–316. <https://doi.org/10.1177/001440290607200303>

Mayes, S. D., & Calhoun, S. L. (2006). Frequency of reading, math, and writing disabilities in children with clinical disorders. *Learning and Individual Differences, 16*, 145–157. doi:10.1016/j.lindif.2005.07.004

McKenna, J. W., Flower, A., Kyung Kim, M., Ciullo, S., & Haring, C. (2015). A systematic review of function based interventions for students with learning disabilities. *Learning Disabilities Research & Practice, 30*, 15–28. <https://doi.org/10.1111/ldrp.12049>

Meadan, H., & Monda-Amaya, L. (2008). Collaboration to promote social competence for students with mild disabilities in the general classroom: A structure for providing social support. *Intervention in School and Clinic, 43*, 158–167. doi: 10.1177/1053451207311617

Merikangas, K. R., Nakamura, E. F., & Kessler, R. C. (2009). Epidemiology of mental disorders in children and adolescents. *Dialogues in Clinical Neuroscience, 11*(1), 7–20.

Murray, C., & Pianta, R. C. (2007). The importance of teacher-student relationships for adolescents with high incidence disabilities. *Theory into Practice, 46*, 105–112. <https://doi.org/10.1080/00405840701232943>

Nelson, J. M., & Harwood, H. (2011). Learning disabilities and anxiety: A meta-analysis. *Journal of Learning Disabilities, 44*, 3–17. <https://doi.org/10.1177/0022219409359939>

Ohrt, J., Webster, L., & De La Garza, M. (2014). The effects of a success skills group on adolescents' self-regulation, self-esteem, and

- perceived learning competence. *Professional School Counseling*, 18, 169–178. <https://doi.org/10.5330/2156-759X-18.1.169>
- Pahl, K. M., & Barrett, P. M. (2010). Preventing anxiety and promoting social and emotional strength in preschool children: A universal evaluation of the Fun FRIENDS Program. *Advances in School Mental Health Promotion*, 3, 14–25. <https://doi.org/10.1080/1754730X.2010.9715683>
- Pavri, S. (2001). Loneliness in children with disabilities. *Teaching Exceptional Children*, 33, 52–58.
- Piers, L., & Duquette, C. A. (2016). Facilitating academic and mental health resilience in students with a learning disability. *Exceptionality Education International*, 26, 21–41.
- Pocock, A., Lambros, S., Karvonen, M., Test, D. W., Algozzine, B., Wood, W., & Martin, J. E. (2002). Successful strategies for promoting self-advocacy among students with LD: The LEAD group. *Intervention in School and Clinic*, 37, 209–216. <https://doi.org/10.1177/105345120203700403>
- Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, 26(1), 1–13. <https://doi.org/10.1037/a0022714>
- Rock, M. L. (2005). Use of strategic self-monitoring to enhance academic engagement, productivity, and accuracy of students with and without exceptionalities. *Journal of Positive Behavior Interventions*, 7, 3–17. <https://doi.org/10.1177/1098300705007001201>
- Santiago, C. D., Kataoka, S. H., Forness, S. R., & Miranda, J. (2014). Mental health services in special education: An analysis of quality of care. *Children & Schools*, 36, 175–182.
- Scheuermann, B. K., Hall, J. A., (2016). *Positive behavioral supports for the classroom*. (3rd ed.). Pearson, Inc. Upper Saddle River, New Jersey.
- Shimabukuro, S. M., Prater, M. A., Jenkins, A., & Edelen-Smith, P. (1999). The effects of self-monitoring of academic performance on students with learning disabilities and ADD/ADHD. *Education and Treatment of Children*, 22, 397–414.
- Sideridis, G. D. (2007). Why are students with LD depressed? A goal orientation model of depression vulnerability. *Journal of Learning Disabilities*, 40, 526–539.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education & Treatment of Children*, 31, 351–380. doi:10.1353/etc.0.0007
- Thompson, E. H., Robertson, P., Curtis, R., & Frick, M. (2013). Students with anxiety: Implications for professional school counselors. *Professional School Counseling*, 16, 222–234. <https://doi.org/10.5330/PSC.n.2013-16.222>
- Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6, 129–135. <https://doi.org/10.1111/j.1750-8606.2011.00192.x>
- Wiener, J. (2004). Do peer relationships foster behavioral adjustment in children with learning disabilities? *Learning Disability Quarterly*, 27(1), 21–30. doi:10.2307/1593629
- Wood, J. W. (1992). *Adapting instruction for mainstreamed and at-risk students* (2nd ed.), Columbus, OH: Merrill.

CLD Officers: Candidate Bios

The Council for Learning Disabilities election season is upon us! Currently we have one candidate running for the position of Vice President and one for the position of Secretary. The Vice-President position is a four-year tenure in the presidential chain (e.g., Vice President, President-Elect, President, Past-President). The Secretary position has a tenure of three years. The candidates biographies are below. Elections will take place this spring.

Vice-President

Dr. Brittany L. Hott is an Associate Professor of Special Education at Texas A&M-Commerce where she is responsible for teaching assessment and research methods courses for the Department of Psychology, Counseling, and Special Education. She earned her Ph.D. at George Mason University. Her research interests include algebra interventions for students with learning disabilities. Dr. Hott is currently the CLD secretary and link between the CLD Executive Committee and the Technology and Diversity Committees. She joined CLD as a doctoral student and was selected to participate in the inaugural Leadership Academy. Previous service to CLD includes serving as (a) Leadership Development Co-Chair, (b) Local Arrangements Committee Chair, (c) member of the Research Committee, (d) member of the Professional Development Committee, and (e) *LD Forum* Assistant Editor and Interim Editor. These experiences have allowed Dr. Hott an in depth understanding of CLD as an organization and its governance structure.

Secretary

Dr. Heather Haynes Smith is an Assistant Professor at Trinity University in San Antonio, TX where she teaches undergraduate coursework in understanding learners with exceptionalities in school and society, learning disabilities, reading, urban education, and behavior. Dr. Haynes Smith first joined CLD in 2008, attending and presenting at the CLD conference in Kansas City, KS. She became more involved with CLD during her doctoral studies at the University of Kansas and continued to attend and present at the annual conferences. In 2012, she was elected to the Texas State CLD Chapter board as treasurer. She served in this role for the last 5 years. Additionally, since 2015 she has served as the chair/co-chair of the membership committee and on the CLD Board of Trustees.

39th International Conference on Learning Disabilities

The Council for Learning Disabilities held its 39th International Conference on Learning Disabilities on October 19th and 20th at the Lord Baltimore Hotel in Baltimore, Maryland. Approximately 265 people attended. Thank you to all who made time in their busy schedules to attend our annual conference to share and learn about evidence based practices and other topical areas of importance for serving students with learning disabilities and their families. Your contributions to our discussions are highly valued. Please, see our conference page on the CLD website

(<https://www.council-for-learning-disabilities.org/2017-annual-conference>) for conference highlights!

From the proposal reviewers to the volunteers that helped with clean up, there are numerous individuals whose contributions made this conference a success. Thank you to our Local Arrangements Committee and Sub-committee Chairs: **Tricia Strickland** (*Hood College*), **Tabetha Bernstein-Danis** (*Kutztown University*), **Mindy Gumpert** (*Old Dominion University*), **Donna Sacco** (*University of North Carolina-Charlotte*), and **Jennifer Walker** (*University of Mary Washington*). Thank you also to **all** who served on or supported the local arrangements committee. Their cumulative efforts certainly made Baltimore a wonderful experience for all!

Thanks also to the Conference Planning Committee members who helped us try out a new structure for our conference planning. Committee members include: **Regina Brandon** (*San Diego State University*), **Lara Jeane Costa** (*University of North Carolina-*



Chapel Hill), **Theresa Dorel Sacco** (*Texas A&M-San Antonio*), **Lydia Gerzel-Short** (*Texas A&M-San Antonio*), **Mindy Gumpert** (*Old Dominion University*), **Leigh Ann Kurz** (*George Mason University*), **Teresa Montani** (*Farleigh Dickinson University*), **Stephanie Morano** (*University of Virginia*), **Nancy Nelson** (*University of Oregon*), **Donna Sacco** (*University of North Carolina-Charlotte*), **Rajiv Satsangi** (*George Mason University*), and **Tricia Strickland** (*Hood College*).

Thank you to **Joe Morgan** (*University of Nevada-Las Vegas*) for assisting with the technology aspects of the proposal review process and **Linda Nease** (*CLD Executive Director*) for assisting with registration and communication with membership. Finally, a very special thank you to our Conference Planning Committee Chairs, **Judy Voress** (*Hammill Institute on Disabilities*) and **Anne Brawand** (*Kutztown University*), who not only steered the ship, but kept the rest of us rowing (and in the same direction)! All of your hard work behind the scenes is very much appreciated.

Next year, CLD will host our 40th International Conference on Learning Disabilities in Portland, Oregon. Because this will be an anniversary year, big plans are in the works to make the conference extra special. We hope to see you next October!

Sincerely,
Sheri Berkeley
2017 CLD Conference Program Chair
CLD President-Elect



LDC Chair & Award Winners



CLD President & Keynote Speaker



Local Arrangement Committee and Program Chair



Leadership Institute in Roundtable Discussion



Board of Trustees



Past Presidents at the Conference

**Many thanks to the sponsors of the
39th International Conference on Learning Disabilities
October 19-20, 2017
in Baltimore, Maryland!**

The Council for Learning Disabilities acknowledges the following individuals, organizations, and companies for their financial sponsorships or in-kind donations. We couldn't have done it without your support!

- Donald D. Hammill Foundation** – J. Lee Wiederholt Distinguished Lecturer
- George Mason University** – Outstanding Researcher Award
- Hammill Institute on Disabilities** – Registration bags
- Hood College** – Registration packet inserts
- Johns Hopkins School of Education** – Leadership Institute
- Kutztown University** – Take-Away brochures
- Lehigh University** – Registration packet inserts

- Lissa Hattersley, Austin, TX** – Program preparation
- Maryland Federation of CEC** – Morning Reception/ Interactive Paper Session
- Mike's Print Shop, Austin, TX** – Program printing; signage
- Saddleback Educational Publishing** – Registration packet inserts
- University of Iowa** – President's Reception
- University of Maryland** – Outstanding Researcher Award
- University of North Carolina Charlotte** – Other

Your generosity enables us to continue the work that we do on behalf of individuals with learning disabilities and their families!

CLD 2018 Call for Conference Proposals

40th International Conference on Learning Disabilities

October 11–12, 2018

Portland Marriott Downtown Waterfront, Portland, Oregon

PROPOSAL SUBMISSION OPENS: December 1, 2017
(full Call for Proposals will be available on CLD website by 12/1/17)

DEADLINE FOR SUBMISSION: February 5, 2018

The Council for Learning Disabilities (CLD) 40th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. We encourage proposals that:

- ❖ address the construct of LD (including assessment for eligibility and classification);
- ❖ present primary research on LD (including intervention and assessment practices);
- ❖ describe secondary research on LD (including literature reviews and meta-analyses);
- ❖ translate research into evidence-based instructional strategies;
- ❖ examine the education of students with LD from diverse cultural and linguistic backgrounds;
- ❖ pertain to policy at the local, state, and federal levels;
- ❖ address topics relevant to higher education (including teacher preparation, mentorship of pre-tenured faculty and graduate students, and research methodology);
- ❖ originate from other disciplines that focus on LD (e.g., neuropsychology).

CLD MISSION STATEMENT

The Council for Learning Disabilities (CLD), an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the life span. CLD accomplishes this by promoting and disseminating evidence-based research and practice related to the education of individuals with learning disabilities. In addition, CLD fosters (a) collaboration among professionals; (b) development of leaders in the field; and (c) advocacy for policies that support individuals with learning disabilities at local, state, and national levels.

Committee & Chapter News

Updates from the Diversity Committee

The CLD Diversity Committee has a new chair, **Dr. Brenda Barrio**, an Assistant Professor of Special Education at Washington State University. The committee is also expanding with over 20 new members who will seek to disseminate research regarding culturally and linguistically diverse students with learning disabilities through publications and presentations. This year, one of our goals is to publish at least two practitioner-focused articles. We will also submit collaborative proposals for the 2018 CLD Conference in Portland. These unique opportunities are designed to facilitate collaboration between early career and established CLD members. Finally, we will be partnering with the membership committee to increase international membership.

If you are interested in joining our committee, we encourage you to do so by contacting us through our Facebook group (<https://www.facebook.com/groups/CLDdiversity/>) or via email (Brenda.Barrio@wsu.edu).

Updates from the Finance Committee

The Finance Committee provides suggestions to the Board of Trustees about the organization's financial status and recommendations that strengthen the organization's finances. Two updates from the Finance Committee:

- The Board of Trustees approved the 2017-2018 fiscal year budget.
- By the end of the 2016 fiscal year (ended June 30th, 2017), CLD had total assets of \$108,473.38, an increase of \$23,078.12 from the end of 2015 fiscal year

Updates from Colorado CLD

The beginning of the year has been an exciting time for the Colorado Council for Learning Disabilities. We have been actively engaging members around the state through our social group meetups and webinars. We hosted our first social meetup group in September, which actively promoted our professional development opportunities provided in Colorado. Our first webinar was in the beginning of October discussing the topic of co-teaching. We plan to host our second webinar in December on the topic of Google Read and Write. Finally, our president, **Sabrina Raugutt**, attended the 39th annual International Council for Learning Disabilities Conference in Baltimore, Maryland. We had a Teacher of the Year and a professional that won the Floyd G. Hudson award. Our President also presented at the conference on some mathematical strategies that help students with learning disabilities solve algebraic equations and inequalities.



Award Winners: (Left) Philippe Ernewein, Floyd G. Hudson winner, Sabrina Raugutt, President of Colorado Council for Learning Disabilities, and Clark Stuke (Right) Teacher of the Year Colorado

Sabrina Raugutt, President of the Colorado Council for Learning Disabilities presenting at the International Council for Learning Disabilities poster presentation



We are looking forward to the upcoming months when we will be hosting our annual Math on the "Planes" event and more webinars. Please look on the Colorado Council for Learning Disabilities website to see professional development scholarships and the action-based research project we are providing for teachers to do in their classroom.

Updates from Texas CLD

Jennifer Ozuna, Forney ISD, received her Teacher of the Year award at the CLD conference in Baltimore. Jennifer was also recognized by her superintendent for her stellar teaching contributions. Thank you to all who took our Texas Chapter member survey, as our chapter continues to work on developing more services that benefit our members. Be on the lookout for more details in the chapter newsletters and emails. We look forward to receiving nominations for the Floyd G. Hudson Service Award and the Teacher of the Year Award for the 2018–2019 academic year. Be sure to follow us on our social media accounts:

Website: <http://texasclld.strikingly.com/>

Instagram: <https://www.instagram.com/texasclldchapter/>

Twitter: https://twitter.com/texas_cld

Call for Applicants for the LD Forum Editorship

CLD is seeking applications for the position of editor of *LD Forum*, its official newsletter. The role of the editor involves preparing the newsletter content in a timely manner, which should:

- (a) inform the membership about business of the international organization and state chapters, and
- (b) offer brief articles related to the LD field. Applicants must be a member of CLD and maintain membership during the term as editor.

Editor Responsibilities

1. Commit to finish the 3-year appointment that officially began July 1, 2017.
2. Annually prepare 5 issues of *LD Forum* (February, April, June, August, and December).
3. Assist with recruiting and selecting an Assistant Editor and serve as a mentor for that person.
4. Based on previous schedules for disseminating CLD business, confer with the CLD Executive Committee and the CLD committee chairs regarding possible content.
5. Coordinate the Review Board, arrange for the peer review of articles submitted for consideration, and work with potential authors through the revision process.
6. Plan, assemble, and edit information to be included in each issue.
7. Send each issue to the Hammill Institute on Disabilities for typesetting on a preset schedule.
8. Participate on the Communications Committee and as a non-voting member of the Board of Trustees, providing status reports as requested.
9. Contribute to the mission of CLD by contributing to continuous improvement of *LD Forum* to meet the needs of our membership.

Interested parties should submit a letter of interest that includes your qualifications for the position, a description of your plan for *LD Forum*, and a brief vita to: Kathleen Pfannenstiel, Communications Chair at kpfannenstiel@air.org by January 5, 2018.

SAVE THE DATE

40th INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES

Save the date for the
**40th International Conference
on Learning Disabilities**
to be held in **Portland, Oregon**
on **October 11 and 12, 2018**
at the **Marriott Portland
Downtown Waterfront Hotel!**
See the **Save the Date flyer**
on our website
(<https://goo.gl/mZMNDf>)
for more information.

(President's Message, continued from page 1)

state chapter of CLD. Advocacy as a professional group is both more powerful and less risky than as an individual, so I hope you will become more actively involved in this important role.

References

- Rosenthal, B.M. (2016, September 10). Denied: How Texas keeps tens of thousands of children out of special education. *Houston Chronicle*. Retrieved from <http://www.houstonchronicle.com/denied/1/>
- Samuels, C.A. (2017, October 24). Will ESSA reduce states' accountability in special education? *Education Week*. Retrieved from www.edweek.org

Deborah Reed
CLD President